

## **PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)**

### **FY 2018 Teacher Exchange Program**

**Funding Opportunity Number: ECA-ECAAS-18-001**

**Office of Global Educational Programs    Teacher Exchange Branch (ECA/A/S/X)**

The POGI guidelines apply specifically to the Notice of Funding Opportunity (NOFO) issued by the Office of Global Educational Programs of the Bureau of Educational and Cultural Affairs of the U.S. Department of State for the FY 2018 Teacher Exchange Program. Proposals must conform to the NOFO, the Guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Applications not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific guidelines and the program information supplied in the accompanying NOFO, the NOFO is to be the dominant reference.

#### **I. STATEMENT OF WORK**

Pending the availability of FY 2018 funds, the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State expects to enter into a Cooperative Agreement with up to three eligible organizations or consortia or other combinations of organizations to administer the FY 2018 Teacher Exchange Program. The Cooperative Agreement(s) should begin on October 1, 2017, and run through September 30, 2022.

The award recipient(s) will work closely with bi-national Fulbright Commissions, Public Affairs Sections (PAS) of U.S. Embassies, and other organizations to ensure that program content meets the needs of participants as well as the U.S. Department of State and Bureau goals and objectives. The Bureau anticipates including the regions or countries and approximate number of participants listed below, although applicant organizations must demonstrate flexibility in working with countries and/or regions which may not be identified at the present time. ECA reserves the right to add or delete regions and countries depending on Bureau priorities and the availability of funds. Award recipient representatives will meet with Bureau program officers to finalize timelines, budgets, and other program details.

Under the terms of the Cooperative Agreement(s), the recipient(s) will be responsible for administering one, two, three, or all four components of the FY 2018 Teacher Exchange Program, which includes: Component A for U.S. Teachers: the Fulbright Distinguished Awards in Teaching Program (including a semester research and a short-term option); Component B for U.S. Teachers: the Teachers for Global Classrooms Program; Component C for International Teachers: the Teachers of Critical Languages Program; and Component D for International Teachers: the

Teaching Excellence and Achievement Program and the Fulbright Distinguished Awards in Teaching Program. See the NOFO and POGI below for further information on these components.

Pending successful implementation of these program(s) and the availability of funds in subsequent fiscal years, it is ECA's intent to renew this/these Cooperative Agreement(s) for a period of two additional fiscal years before openly competing them again.

The following information pertains to the general FY 2018 Teacher Exchange Program. (Information about each specific component is provided in the section entitled "Program Specific Guidelines".)

#### A. Program Design, Planning and Management

For the FY 2018 Cooperative Agreement(s), cooperating organization(s) will have responsibility for program administration, which includes the following broad categories: program planning and management; participant recruitment and screening, including formal selection, where relevant, of participants by the Fulbright Foreign Scholarship Board (FFSB); participant placement; orientation and preparation of participants and host/mentor educators; enrichment activities; participant supervision and support services; fiscal management and budgeting; program reporting and evaluation; and alumni programming and follow-on activities, to include tracking of the programs' impact and an online platform for U.S. and international participants and alumni to engage in collaborative work together during and after their programs.

ECA may request subject-specific programs or program components focusing on topics or themes, foreign policy priorities, or regions of importance for teachers, administrators or other educators.

Proposals should include schedules and timelines for notifying ECA, overseas partners, and exchange participants of placements, travel arrangements and cross-cultural and school information in a timely manner. Programs must comply with J-1 visa regulations.

#### B. Participant Eligibility

The Bureau intends to include participants who represent the diversity of their home countries in all components of the Program. The Bureau will emphasize the inclusion of educators from non-elite populations in rural, suburban, and urban areas, in addition to those who work with underserved student populations including racial, ethnic, and religious minorities, girls, LGBTQ students, and students with disabilities. Preference will be given to those without significant U.S. or other overseas experience. Selection should be based on the educators' professional backgrounds, dedication to teaching, and leadership potential. U.S. and international applicants must have a minimum of five years of teaching or other professional experience, hold a full-time teaching or administrator position and at least a Bachelor's degree, and be fluent in English. Some programs may include pre-service teachers or school administrators. International exchange participants are recruited and nominated by U.S. embassies and overseas Fulbright Commissions or other overseas institutional partners.

### C. Teacher Recruitment, Publicity and Outreach

The applicant organization should develop a publicity and outreach strategy to reach U.S. or international educators via written materials, electronic communication, social media platforms, conferences, or other means. The outreach plan may include printed brochures, posters, and publicity to advertise special initiatives. The Bureau should review conference attendance plans and publicity documents before publication or distribution.

The award recipient(s) should also maintain a dedicated, distinct program website with a program specific URL. The site should contain up to date program information, applications, and program and alumni highlights and pictures. The site design should be approved by the Bureau.

Please see Communications Guidance for ECA Grant Recipients of the NOFO (D.31) for more detailed information or <https://eca.state.gov/comms-guidance>.

### D. Recruitment, Screening, and Selection

The award recipient(s) will be responsible for the following activities for the recruitment of teacher/educator applicants:

- 1) Develop a selection process for U.S. and international teachers/educators including application forms for each program (provision should be made for U.S. and international candidates to apply for the program online where possible).
- 2) Develop recruitment materials for use at U.S. Embassies abroad or their designees, including guidelines and instructions for the recruitment process, informational brochures or stock information for Embassy websites and social media, presentation material, and other similar tools. Develop a comprehensive recruitment strategy and materials designed to reach educators in public, charter, and private schools throughout the United States, particularly those in under-resourced urban and rural areas.
- 3) Receive, track, and reply to written and telephone inquiries and requests for information or applications from U.S. teachers and school administrators. Respond to applicants' questions about the application process, and notify applicants of missing documentation.
- 4) Offer webinars or other support where applicable to provide assistance to applicants in completing the application, particularly applicants from traditionally under-represented groups.
- 5) Review applications for technical eligibility.
- 6) Convene review panels and/or independent advisory committees where appropriate in consultation with the Bureau.
- 7) For both the Fulbright Distinguished Awards in Teaching Semester Research program and the Fulbright Distinguished Awards in Teaching Short Term Program in Component A and for the Fulbright Distinguished Awards in Teaching Program for international teachers in Component D, and additional program components if requested by the Bureau, prepare nomination memoranda for the FFSB, U.S. Embassies, and Fulbright commissions, summarizing the competition and highlighting top-ranked nominees. Competition summaries

should include a report on the applicant pool, number and quality of applications, and distribution of applications by geographic region and field of instruction.

- 8) Notify U.S. applicants of decisions regarding their applications, and U.S. Embassies and Commissions or other international partners of decisions regarding international teachers' applications.

#### E. Medical Reports

Award recipient(s) should distribute and process medical reports for selected participants. International partner organizations (Posts, Fulbright Commissions, Ministries of Education, etc.) should initiate this process for their candidates overseas. The award recipient(s) should ensure that all forms are complete at the time of submission. If required, the award recipient(s) should then submit forms for both U.S. and international teachers to a medical reviewer to be identified by the Bureau.

#### F. Health Benefits and Insurance

Award recipient(s) must enroll participants in the Bureau's health benefits program and/or an insurance policy approved by the Bureau. Award recipient(s) must provide assistance to participants regarding medical coverage issues. The health coverage program provides the required level of accident and sickness, repatriation of remains, and medical evacuation insurance coverage for participants while on the exchange, and the Bureau will provide the cooperating organization(s) with the necessary instructions and forms for the participants to complete prior to travel. Award recipient(s) will assist in presenting claims to the program administrator and consult with the Bureau on participant health issues that may affect successful program completion. Where possible, accommodations should be made for participants with chronic health conditions or other disabilities, including planning for additional funding to support such cases. Please note that the Bureau's current requirements for health benefits programs are described in the PSI. If and when additional information becomes available about other alternative health insurance policies for Bureau exchange participants, the program office will share that information with the cooperating organization(s).

Award recipient(s) should require all exchange participants to purchase medical evacuation insurance for family members who accompany them for any part of their exchange program. Dependents that do not have health insurance coverage for the host country should also purchase a policy.

#### G. Participant Orientation

- 1) All U.S. and international participants should receive pre-departure information, including the terms and conditions of their awards, housing, what to pack, personal budgeting considerations, and other critical issues. Standardized orientation information and session agendas should also be prepared and made available for use by overseas institutional partners at pre-departure orientation sessions. Orientations and materials provided via webinar or online platform are encouraged in regions that can support the technology.

- 2) The cooperating agency should organize a group orientation in Washington, D.C., or another U.S. city with the approval of ECA, at the beginning of each program for all programs (except the

Short Term Fulbright Distinguished Awards in Teaching Program, for which a virtual orientation may be provided). The orientations should include a session on cross-cultural communication, overviews of the U.S. educational system or of the host country educational system for U.S. educators traveling overseas, thorough discussions of the goals and objectives of the program, and meetings with representatives of the Bureau of Educational and Cultural Affairs.

#### H. Support Services

The applicant organization should:

- 1) Provide travel arrangements to and from the United States, as well as domestic travel arrangements as needed, for U.S. and international participants.
- 2) Provide TOEFL vouchers or other English language testing to international applicants, or foreign language screening for U.S. applicants, where appropriate.
- 3) Disburse U.S. and international participants' and dependents' maintenance allowances.
- 4) If appropriate, assist teachers on the Teachers of Critical Languages Program in obtaining a driver's license and/or other critical documents.
- 5) Process tax forms for international participants with assistance from an accounting firm
- 6) Distribute end-of-program certificates of completion to U.S. and international participants.
- 7) Facilitate arrangements for teaching certification in the United States when required for the Teachers of Critical Languages Program and for classroom access abroad when needed for the U.S. teachers on the Fulbright Distinguished Awards in Teaching or the Teachers for Global Classrooms programs.

#### I. Participant Program Monitoring

In their proposals, the applicant institutions should:

- 1) Discuss how the participants' progress in achieving program goals and objectives will be monitored (e.g. surveys, interviews, work plans).
- 2) Describe the monitoring to ensure safety and security, and support services they will provide to the participants, including procedures for managing emergency situations.
- 3) Indicate the frequency of anticipated communication with the participants.
- 4) Discuss mechanisms to assess the quality of program activities.

#### J. Alumni Tracking and Follow-On Activities

Alumni activities are an important part of the Teacher Exchange Program. Alumni programming through small grants, listservs, electronic platforms, social networking, workshops, webinars, and professional development events magnifies and extends the benefits of the program. Applicant organizations should outline how they will organize and financially support alumni activities for FY 2018 participants as well as for alumni from all prior year programs. Alumni tracking is critical for the evaluation of the program and for the implementation of effective follow-on programs. Applicant organizations should describe how long-term links with alumni will be established, how alumni success stories will be collected, how program impact can be measured, and how contact information will be maintained in databases and reported upon.

Follow on activities may include but are not limited to convening teachers, administrators, educators and other stakeholders for professional development meetings or workshops related to State Department foreign policy priorities.

At the direction of ECA, the recipient organization(s) may create openly accessible online teaching and learning tools which may include, but are not limited to Massive Open Online Courses (MOOCs), webinars, communities of practice, digital libraries, and other virtual methods of learning.

All statistical information gathered and compiled by the award recipient(s) on the program participants and alumni should be transferable to the alumni database maintained at ECA as requested.

#### K. J-Visa and Tax Requirements

The award recipient(s) will be responsible for designating one or more Alternate Responsible Officers under a Bureau SEVIS program number to issue DS-2019 forms to participants in this program in order for them to obtain a non-immigrant J-1 visa. Forms should be sent to cooperating partners overseas at least 60 days before departure in most regions, and 90 days before departure in the Near East, South and Central Asia, China, Venezuela, and other countries as designated by ECA. Visa support for dependents (non-immigrant J-2 visas) will be available for participants coming to the United States under the Fulbright Distinguished Awards in Teaching Program and the Teachers of Critical Languages Program and for U.S. teachers going abroad on the Fulbright Distinguished Awards in Teaching Semester Research Program. The award recipient(s) should require that international J-1 participants purchase insurance for dependents as noted under insurance above (J-2 visa holders). Award recipient(s) will undertake all administrative work for the issuance of DS-2019 forms and updating SEVIS files. In addition, award recipient(s) must ensure that administration of these programs is in compliance with reporting and withholding regulations for Federal, state, and local taxes as applicable. Award recipient(s) should process tax forms for international participants with assistance from an accounting firm.

#### L. Reporting and Fiscal Management

- 1) Recipient organizations should submit quarterly financial reports and an annual program report for each program within the component they are awarded.
- 2) Recipient organizations should provide impact statements to ECA every month and on an ad hoc basis about the teachers and alumni programs, including their participation in school and community activities as well as their achievements during and after the program.

#### M. Sub-awards to Host Universities

For Component D programs the Teaching Excellence and Achievement Program and the Fulbright Distinguished Awards in Teaching Program for international teachers, selection of appropriate U.S. host universities is essential to the success of program implementation. Proposals should describe strategies for recruiting universities to serve as hosts and reviewing and evaluating the performance of host universities. Proposals should outline how the applicant organization will successfully disseminate information about the opportunity to apply to host

international teachers to officials at appropriate universities. Draft solicitation documents for the host campus competition should be cleared with ECA before being sent out. An outside independent selection panel may be convened to evaluate and recommend the proposals for final approval by ECA. Applicant organizations must ensure that they have access to an appropriate and diverse combination of strong university schools of education that have the ability to reach/partner with local public, charter, and private schools. Proposals should explain how cost-effective arrangements will be made with these universities based on non-credit enrollment, tuition awards, and/or other methods to protect against unanticipated increases in tuition rates. In some cases, incumbent host universities may be invited to re-apply to continue hosting international teachers on the two programs in question.

Each host university should coordinate for its group an orientation session that includes information on the academic program, cross-cultural adaptation, the university, the community, and surrounding areas. Host universities should facilitate home hospitality visits with U.S. families or individuals, visits to school boards, parent-teacher associations, and community-based volunteer organizations.

The international participants' programs should also include significant involvement with U.S. school classrooms for teaching on their own, team-teaching, or other professional activities with experienced U.S. educators in order to gain first-hand experience with student-centered and communicative teaching approaches, service learning, or other best educational practices in U.S. schools. U.S. schools should submit statements of interest to host the international teachers; these statements should include a commitment to provide a partner teacher. The host university should provide an orientation and describe program expectations for its faculty, the U.S. host school administrators, teachers, mentors, and others in the community, as well as selection guidelines for partners, workshop coordinators, and host schools, as appropriate. This orientation should also provide cross-cultural training for U.S. partner teachers at the field experience sites prior to the participants' arrivals to ensure that all those who will be interacting with the participants understand ECA goals and will be prepared to work with a diverse group of teachers from a variety of countries. The semester-long Fulbright Distinguished Awards in Teaching Program for international participants should also include the opportunity to work on an individual or group project, under the guidance of faculty advisors, that is relevant to their home school/system.

N. In consultation with ECA, prepare Congressional Notification letters to Senators and Representatives when U.S. participants reside or teach in their home districts and for districts that include a U.S. university selected to host international teachers.

## II.

## PROGRAM SPECIFIC GUIDELINES

Responsibilities of the award recipient(s) for the administration of specific Teacher Exchange Program Components:

### **Programs for U.S. Teachers**

#### **Component A. Fulbright Distinguished Awards in Teaching Program for U.S. teachers, approximately \$1,795,000 total for both the semester research and short-term program models**

Approximately 35 U.S. Fulbright Distinguished Awards in Teaching Program participants will take part in a semester-long (3-6-month-long) research program in countries or regions that may include Botswana, Colombia, Finland, Greece, India, Israel, Mexico, Morocco, the Netherlands, New Zealand, Singapore, Taiwan, the United Kingdom, Vietnam, and the Palestinian Territories. ECA reserves the right to add or remove countries and regions depending on Bureau and Mission priorities.

Approximately 25 U.S. teachers will participate in the short-term 2-6 week program in countries or regions that may include Botswana, Colombia, India, Mexico, Morocco, the Palestinian Territories, South Korea, or Vietnam. ECA reserves the right to add or remove countries and regions depending on Bureau and Mission priorities.

The program will be coordinated with Fulbright Commissions, Public Affairs Sections of U.S. Embassies, and/or Ministries of Education in the participating countries.

In addition to the items noted in Section I above, proposal narratives should describe strategies for administering these two programs, including:

1. Developing a comprehensive recruitment strategy and materials designed to reach educators in public, charter, and private schools throughout the United States, particularly those in under-resourced urban, suburban, and rural areas in fall 2017. Arrange for panels of educational professionals to review applications and recommend the strongest for selection by the FFSB.
2. Preparing nomination memoranda for the FFSB and highlighting top-ranked nominees. Competition summaries should include a report on the applicant pool, number and quality of applications, and distribution of applications by geographic region and field of instruction.
3. Working with individual U.S. teachers and their school and district administrators to help them get permission to take leave--ideally at least partially paid--or sabbaticals, as appropriate.
4. In consultation with ECA, arranging for independent advisory committees to review international and U.S. teacher applications.
5. Providing, in coordination with ECA, dossiers of U.S. finalists to partner organizations overseas for placement in appropriate universities, colleges of education, research centers, or educational non-profit organizations to facilitate individual projects or study.

As part of the semester research Fulbright Distinguished Awards in Teaching program, applicant organizations should also describe how they plan to:

1. Support teachers through online and/or through individual coaching to help them prepare for programs in their host countries.
2. Conduct a two-to-three day substantive orientation meeting in Washington D.C. to help the teachers to prepare for their programs, to refine their individual program objectives, and to discuss living and working in the host country.
3. Work with international partners to support U.S. teachers to ensure that their program includes the following components:
  - a) Auditing of two graduate level and/or language courses relevant to their professional goals including their individual projects;
  - b) A faculty advisor for each participant to guide him/her through the completion of the individual project (advisors should be paid an honorarium according to appropriate customs/processes in the host country);
  - c) A placement in local schools that supports the teachers' professional goals including those related to the individual research project;
  - d) Training if necessary in areas such as technology, research methodology and cross-cultural adaptation;
  - e) Opportunities to share their own professional expertise and information about the U.S. education system with local teachers and students;
  - f) Appropriate housing, meal and transportation options;
  - g) Additional activities to support and enhance the program, including attendance at conferences or other professional development activities in the host country or region.

As part of the short-term Fulbright Distinguished Awards in Teaching program, applicant organizations should describe how they plan to:

1. Work with ECA and U.S. Embassies or Fulbright Commissions in fall 2017 to develop projects at local host institutions (schools, non-governmental organizations, ministries of education or other education organizations) for which U.S. teachers can appropriately provide expertise.
2. Conduct a virtual orientation to prepare participants for their exchange experience
3. Work with international partners such as Posts, Fulbright Commissions, Ministries of Education, etc., on travel, housing, meals, and other logistical and program details to support U.S. teachers and ensure a successful experience.

For both the semester research and the short-term models of the Fulbright Distinguished Awards in Teaching program, please describe how you will assist U.S. and international teachers in working together to share best practices and resources throughout the program including by using an online platform. Describe how you will engage participants in designing activities that support their learning individually and together. Explain your strategies to engage all alumni of both these programs and the Fulbright Classroom Teacher Exchange program in the online community so they can continue working

together and support current participants.

Alumni should also be invited to collaborate in applying for small grants to develop products or deliverables, such as articles, presentations, white papers, or policy briefs that draw on their collective knowledge and expertise. Such products should be shared widely in order for the teachers' findings to reach a broader audience, including educators and policy makers.

**Component B: Teachers for Global Classrooms (TGC) Program, approximately \$2,035,000**

The Teachers for Global Classrooms (TGC) Program should support approximately 90 U.S. teachers traveling in a group to one of 7 participating countries in spring (two weeks) or summer (three weeks) 2019 for a study visit. Proposal narratives should address how the award recipient will:

1. Facilitate a semester-long online course and pre-departure webinars for U.S. teachers, using the program's existing course and other materials on current best practices in global education to help students to be competitive for careers in the global economy and develop strong critical thinking skills.
2. Identify and hire a local consultant in each host country to help develop, coordinate, and monitor the program in that country on behalf of the award recipient in collaboration with the U.S. Embassy and Fulbright Commission as appropriate.
3. Work with the Teacher Exchange Program office, posts and commissions, and the host-country consultant to develop a two day pre-departure symposium in Washington D.C. and professional development programs for U.S. teachers in the participating countries. The U.S. teachers' programs abroad should include school visits; collaboration with partner teachers in teaching or team-teaching at the partner teachers' schools; learning about teaching styles, curriculum, and educational issues in the host country; making presentations on U.S. culture and teaching methodology to host country teachers; and meeting with representatives of the Fulbright Commissions, Public Affairs Sections and Regional English Language Officers as appropriate.
4. Develop a plan to select local host/partner teachers from among the strongest alumni of ECA's teacher exchange programs in that country. In certain circumstances, if directed by ECA, U.S. teachers might be placed with other groups of educators or professionals in the host country. In addition to spending time in schools, U.S. teachers should interact with host communities through home hospitality visits where feasible, meet with government officials, the press, and parents' groups, and participate in activities that support the Embassy's public diplomacy goals.
5. Organize a workshop for a select group of alumni to support them in working together to maximize the impact of the program.
6. Participating countries may include Brazil, Colombia, India, Indonesia, Morocco, the Philippines, and Senegal. ECA reserves the right to add or remove countries and regions depending on Bureau and Mission priorities.

**Programs for International Teachers**

**Component C: Teachers of Critical Languages Program, approximately \$1,250,000**

Under the U.S.-based Teachers of Critical Languages Program (TCLP), international teachers teach critical languages for an academic year in U.S. elementary and secondary schools.

The Bureau anticipates inclusion of the following countries and approximate number of participants:

- China (Mandarin) – 14 participants
- Egypt and/or Morocco (Arabic) – 8 participants

ECA reserves the right to include additional participants and/or other foreign languages in this program as funding or cost-sharing allows.

Proposal narratives should address the specific responsibilities for administration of the TCLP, which include, but are not limited to, the following:

1. Developing a plan to publicize the program within the K-12 education community in the United States and distribute applications to schools to host teachers. As part of the application, cost share should be solicited from schools as appropriate. Developing a plan to administer the review of applications, and organize a selection panel consisting of qualified, independent reviewers to select host schools in collaboration with the Bureau. (Note: Specific responsibilities of host schools are outlined below.)
2. In China, collaborating with appropriate entities for teacher recruitment. Identifying an organization in China and drafting a sub-award for costs associated with administering a competition, conducting a technical review of applications, organizing a selection panel, and leading a pre-departure orientation in China.
3. Identifying an organization in Egypt and/or Morocco and drafting a sub-award for costs associated with administering a competition, conducting a technical review of applications, organizing a selection panel, and leading a pre-departure orientation in Egypt and/or Morocco.
4. Placing international teachers at selected U.S. schools for a full academic year to teach their respective native languages (Arabic or Mandarin) and to serve as cultural resources for their host schools.
5. Providing teachers with a maintenance allowance each month to cover living expenses in the United States during the academic year. The total amount of the allowance should be approximately \$30,000, but it should be tailored to correspond with the cost of living in the host community in question.
6. Providing detailed information on the following responsibilities of host schools:
  - Participants will teach foreign language classes (Arabic or Mandarin), develop curricula, and serve as cultural resources in their schools and communities.
  - Host schools will be responsible for assigning mentor teachers to assist each international teacher with cultural adjustment issues and orientation to the host school, as well as curriculum planning.
  - Applicant organizations should ensure that host schools include international teachers in

any orientations for new teachers sponsored by the host schools and/or districts, and that the host schools provide opportunities for the teachers to take part in district-sponsored in-service training.

-- Host schools, mentor teachers and administrators should include international teachers in faculty meetings and provide opportunities for classroom observation and team teaching.

7. Outlining plans for a U.S. orientation, according to the following criteria:

-- Upon the teachers' anticipated arrival in the United States in July 2018, applicant organizations should conduct an approximately eight-day orientation that includes seminars focusing on student-centered education, curriculum development, and the U.S. education system and teaching methodologies.

-- Making the transition from teaching English as a Foreign Language in the home country to teaching a foreign language in the United States should be a major focus of this orientation.

-- The international teachers should have the opportunity to consult with U.S. teachers of the languages they will be teaching and should gain an understanding of current foreign language teaching practices in U.S. schools.

-- Participants should receive training in English for specific purposes during this orientation in order to become familiar with English language terms related to U.S. teaching and education.

8. Outlining plans for an orientation for host schools, mentor teachers and administrators, according to the following criteria:

-- Applicant organizations should coordinate a day-long orientation for the host schools' representatives to enable them to prepare for the guest teachers and share strategies for incorporating them effectively into their schools and districts.

-- The program should focus on the Bureau's program goals and objectives, cross-cultural understanding, techniques for communicating effectively, and ways to include the international teachers in their school communities as well as providing broader exposure to the U.S. education system.

-- The host school orientation should be scheduled during the international teachers' orientation to enable them to focus on the specific teaching needs of their school districts in a timely manner.

9. Organizing a two or three-day professional development workshop in October or November, where international teachers will come together to develop lesson plans and foreign language curricula for their host schools, as well as share experiences they will have had in the United States to date.

10. Providing professional development, in person or virtually, to assist participants with re-entry action planning and to position participants to become active alumni who maintain ongoing engagement with U.S. partners and schools and act as resources for colleagues and students in their home countries.

**Component D. Teaching Excellence and Achievement and Fulbright Distinguished Awards in Teaching programs for International Teachers, approximately \$5,370,000**

The Teacher Exchange Programs will offer two professional development programs for international teachers. The **Teaching Excellence and Achievement Program** provides six

weeks of specialized seminars, a practicum in a U.S. school, and cultural activities in the local community. The **Fulbright Distinguished Awards in Teaching**, a semester program, provides the opportunity to audit classes at the host university; spend time in U.S. schools to observe, co-teach and share expertise with colleagues and students; complete an individual or group project under the guidance of a faculty advisor; and participate in cultural activities in the host community.

**Teaching Excellence and Achievement program, six-week program for international teachers, approximately \$4,060,000**

Under the six-week professional development Teaching Excellence and Achievement (TEA) program, groups of educators will travel to host universities in groups of approximately 22 teachers. Programs will be held at four or five universities in the spring of 2019 and four or five different universities in the fall of 2019.

The Bureau anticipates the inclusion of countries in the following world regions and of approximately 198 participants, subject to change:

- East Asia and Pacific: 30 participants
- Europe and Eurasia: 24 participants
- Middle East and North Africa: 24 participants
- South and Central Asia: 40 participants
- Sub-Saharan Africa: 40 participants
- Western Hemisphere: 40 participants

Proposal narratives should describe strategies for administering this program within the framework of the following requirements.

Consult with international partner organizations to distribute applications, recruit candidates, and interview and select participants for the program. Partner organizations include Fulbright Commissions, Regional English Language Officers (RELOs) and Public Affairs Sections of U.S. Embassies abroad. Posts and Commissions should review and rank the applicants, interview the top candidates, and forward the highest-rated applications to the award recipient for additional review by a panel of independent educational professionals.

As outlined under Section M: Sub-awards to Host Universities in this POGI document, administer a sub-award competition in which U.S. university schools of education submit proposals to serve as host universities for the international educators in appropriate fields of study, or continue to work with incumbent host institutions with outstanding track records. At the direction of ECA, host institutions may be selected based on their ability to provide programming with a focus on particular topics or themes.

Coordinate the placement of the international participants at these institutions to ensure that the

program includes the following components:

- a) Placement of participants for six weeks at universities based on their subject expertise and level of English proficiency.
- b) Develop highly tailored group seminars at the university focusing on student-centered teaching strategies and educational leadership for participants' home environments; include exposure to different teaching methodologies and approaches to curriculum development.
- c) Arrange for school field experiences of 40 hours in length for the Teaching Excellence and Achievement six-week program.
- d) Include tailored instructional technology training if needed based on pre-program needs assessments.
- e) Consult with international partner organizations to distribute applications, recruit candidates, and interview and select participants for the program. Partner organizations include Fulbright Commissions, Regional English Language Officers (RELOs) and Public Affairs Sections of U.S. Embassies abroad. Posts and Commissions should review and rank the applicants, interview the top candidates, and forward the highest-rated applications to the grantee organization.
- f) Offer appropriate housing, meal and transportation options and allowances;
- g) Provide on-going English language training for participants with low English proficiency scores throughout the program;
- h) Organize an end of program event to highlight participants' achievements during the program.

**Fulbright Distinguished Awards in Teaching semester program for international teachers approximately \$1,310,000**

The Bureau will bring international teachers to the United States in two groups of no more than 22 to U.S. universities on particular individual or group topics or themes.

The Bureau anticipates inclusion of the following world regions and of approximately 44 total participants in the program, subject to change:

- East Asia and Pacific: 8 participants
- Europe and Eurasia: 4 participants
- Middle East and North Africa: 8 participants
- South and Central Asia: 8 participants
- Sub-Saharan Africa: 10 participants
- Western Hemisphere: 6 participants

Proposal narratives should describe strategies for administering this program within the framework of the following requirements.

Consult with international partner organizations to distribute applications, recruit candidates, and

interview and select participants for the program. Partner organizations include Fulbright Commissions, Regional English Language Officers (RELOs) and Public Affairs Sections of U.S. Embassies abroad. Posts and Commissions should review and rank the applicants, interview the top candidates and forward the highest-rated applications to the grantee organization for additional review.

Work with ECA to create a process through which participants complete an individual or group inquiry project during the program. Participants may be invited to share initial project ideas during the application process.

Arrange for panels of educational professionals to review applications and recommend the strongest for selection by the FFSB.

Preparing nomination memoranda for the FFSB and highlighting top-ranked nominees. Competition summaries should include a report on the applicant pool, number and quality of applications, and distribution of applications by geographic region and field of instruction.

As outlined under Section M Sub-awards to Host Universities in this POGI document, administer a sub-award competition in which U.S. university schools of education submit proposals to serve as host universities for the international educators in appropriate fields of study, or continue to work with incumbent host institutions with outstanding track records.

Coordinate the placement of approximately 44 international participants at these institutions to ensure that the program includes the following components:

- a) An online orientation at least four weeks prior to the start of the program for international teachers to help them prepare for their time in the United States.
- b) A two-to-three day substantive orientation meeting in Washington D.C. to help participants prepare for their programs, to refine their individual program objectives, and to discuss living and working in the United States or host country.
- c) An on-campus orientation to introduce the participants to the campus, community and its resources;
- d) A plan for participants to audit courses, reflecting their individual goals and interests and their inquiry projects;
- e) A specially tailored seminar on current educational trends in pedagogy and assessment, particularly as they relate to working with under-served student populations and strategies to complete an individual or group inquiry project;
- f) A process to support participants in completing individual or group inquiry projects, including ensuring that faculty advisors are aware of program expectations;
- g) Placements in local schools that support the teachers' professional goals including those related to their inquiry project;
- h) Additional training as necessary in areas such as technology, research methodology and cross-cultural adaptation;
- i) Opportunities to share their own professional expertise and information about their

- home country's education system with local teachers and students and members of the university community;
- j) Support to attend conferences, visits to schools outside the local area, or engage in other professional development activities;
  - k) Opportunities to get to know the local community through cultural activities, friendship families and similar activities;
  - l) A technology allowance (for purchasing a laptop, tablet, or other device) for participants from developing countries.
  - m) On-going English language training for participants with low English proficiency scores throughout the program.
  - n) Appropriate housing, meal and transportation options and allowances:
  - o) An end of program event in collaboration with the host university for international teachers at which they can share their inquiry projects with each other, their U.S. colleagues, faculty advisor and others as appropriate.

## PROPOSAL CONTENTS

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner. Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible.

Applicants are encouraged to propose creative, cross-cutting initiatives within and across program components. ECA will make the final determination of the distribution of components among final award recipient(s). Please refer to the NOFO.

Proposals should address succinctly, but completely, the elements described below and must follow all format requirements.

**NOTE:** Proposals submitted through Grants.gov may only be submitted in the following formats:

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)
- ASCII Text
- Joint Photographic Experts Group (JPEG images)

Proposals should include the following items under the section headings in the GrantSolutions Application Checklist. All documents should be appropriately and clearly titled.

### Online Forms

- SF-424, "Application for Federal Assistance"
- SF-424A, Budget Information – Non-Construction Programs
- SF-424B, "Assurances – Non-Construction Programs"
- Include other attachments, if applicable, such as indirect agreements, form 990, SF-LLL, etc.

**Program Narrative**

Executive Summary (One page)

In one double-spaced page, provide the following information about the project:

1. Name of organization/participating institutions
2. Beginning and ending dates of the program
3. Proposed theme
4. Nature of activity
5. Funding level requested from the Bureau, total program cost, total cost-sharing from applicant and other sources
6. Scope and Goals
  - a. Number and description of participants
  - b. Wider audience benefiting from program (overall impact)
  - c. Geographic diversity of program, both U.S. and overseas
  - d. Fields covered
  - e. Anticipated results (short and long-term)

Narrative

In 20 double-spaced, single-sided pages, provide a detailed description of how you propose to administer all four program components, addressing the areas listed below throughout:

1. Vision (statement of need, objectives, goals, benefits)
2. Participating Organizations
3. Program Activities (advertisement, recruitment, orientation, academic component, cultural program, participant monitoring)
4. Program Evaluation
5. Follow-on
6. Project Management
7. Work Plan/Time Frame

**Additional Information to be Submitted**

- Detailed Budget

Please submit a separate program and administrative budget for each of the four components. Please submit comprehensive six-column line item budgets for program and administrative costs, the details and format of which are contained in the NOFO and the PSI. In addition, applicants must submit a comprehensive budget narrative for each component demonstrating how costs were derived. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with funding availability and the needs of the program.

As with other exchange programs, the Bureau is committed to containment of costs consistent with overall program objectives and sound management. The total administrative costs funded by

the Bureau must be reasonable and appropriate.

Cooperative Agreement-funded expenditures may include, but are not limited to, the categories below. Organizations are encouraged to note in their program budgets/narratives areas in which economies beyond the Bureau allowable costs can be achieved.

- Allowable Costs:

a) Allowable administrative costs include items such as:

- Staff salaries and benefits
- Staff travel and per diem
- Rent and facilities
- Furniture and equipment
- Meetings and conferences
- Communication costs
- Network charges
- Administration of tax withholding and reporting as required by Federal, state and local authorities and in accordance with relevant tax treaties
- Indirect costs
- Single Audit costs under Subpart F of the OMB Guidance 2 CFR Parts 200 and 600

b) Allowable program costs to be funded by the Cooperative Agreement include items such as:

- Publicity, orientation materials, pre-departure orientation, orientation and related expenses
- Tax withholding and tax filing preparation as necessary
- Medical review of health forms
- Costs for peer review/selection/interview committees
- SEVIS compliance
- Visa fees, generally only required for U.S. participants going overseas
- Health Care Insurance fees and medical costs (Bureau must approve in advance)
- Standardized test fees for international teacher candidates; please give estimates by test
- Website/on-line applications/database management
- Virtual exchanges and online courses
- Per diem, travel for participants as needed
- Pre-academic training costs: program, per diem and travel for participants
- Professional meeting costs: program, per diem and travel for participants
- Tuition and fees and other university costs, as applicable
  
- Maintenance allowances for teachers. Allowances should be sufficient to enable participants to meet the costs of lodging, food, clothing and incidental purchases throughout the period of the cooperative agreement in the location where the participants will be residing.
- Funds to support reasonable accommodation for participants with disabilities
- Maintenance allowances and tuition allowances for dependents, if applicable
- Insurance premium costs, if applicable
- Educational materials including books or computer allowance

- Teacher support costs: fingerprinting, certification, training, medical expenses, housing, transportation, and salary support, and substitute costs
- Funding for mentors and faculty advisors
- International travel conforming to the Fly America Act
- Alumni programming such as professional development opportunities, small grant awards, technology platforms, workshops, webinars, virtual exchanges
- Multiplier activities such as workshops or professional development for educators, convenings, on-line workshops, Massive Open Online Courses (MOOCs), open educational resources (OERs), mobile technology, or social media and other mediums for alumni, administrators and other educators to collaborate.

Please note the following guidelines:

1. Supply a detailed plan, justification, and costs for essential domestic and international travel for award recipient(s) staff.
2. Provide a list of staff to administer the FY 2018 Teacher Exchange Program, including the amounts of time, salary and benefits attributable to each program.
3. Delineate other direct costs, e.g., postage, telephone, reproduction, etc.
4. Provide a detailed explanation of administrative overhead (what elements of the budget it is based upon and how it is calculated).

- Aspects of Program Administration/Calendar of Activities

In no more than 20 **total** double-spaced, single-sided pages, provide a detailed description of each of the four required program components for which the applicant is applying, addressing the areas listed below.

1. Vision (statement of need, objectives, goals, benefits)
2. Participating Organizations: Identify partner organizations (both in the U.S. and overseas) for the programs, their roles, and the applicant organization's reasons for including them.
3. Recruitment, Screening and Selection: Describe how the applicant organization will recruit and evaluate applicants for U.S. and international teacher programs.
4. Program Activities: Describe in sufficient detail the major components of the services to be provided, including planning, publicity, placement, orientation, pre-academic programs, professional meetings/workshops, cultural program, participant monitoring.
5. Project Management
6. Work Plan/Time Frame: Outline the phases of planning and implementation for the entire grant period.
7. Evaluation plan: Include a plan describing how success in meeting the stated goals of each program will be measured and reported. ECA requests that the proposal include a draft

survey questionnaire or outline of other techniques to be used to evaluate the impact of the programs.

8. Follow-on activities.

- Resumes

Resumes of all program staff should be included in the submission.

No resume should exceed two pages.

Instead of Letters of Endorsement, ECA will use past performance as an indicator of an applicant's ability to successfully perform the work under the Institutional Capacity review criterion. The Bureau will consider the past performance of prior recipients and the demonstrated potential of new applicants. Please also include between three and five references who may be called upon to discuss recently completed or ongoing work performed in carrying out exchange programs.

At a minimum, the applicant must provide the following information for each reference:

- Name of the reference organization
- Project name
- Project description
- Performance period of the contract/grant/cooperative agreement
- Amount of the contract/grant/cooperative agreement
- Technical contact person and telephone number for the referenced organization
- Administrative contact person and telephone number for the referenced organization

ECA may contact representatives from the organizations cited in the examples to obtain information on the applicant's past performance. ECA may also obtain past performance information from sources other than those identified by the applicant.

- First Time Applicant Attachments, if applicable.

**Please note:** All applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

- Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form.
- Those who do not file IRS Form 990 must submit information above in the format of their choice.

As part of final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one-page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

#### **APPLICATION SUBMISSION**

**The NOFO indicates the date the complete proposal is due and the manner in which proposals must be submitted. There are NO EXCEPTIONS to this deadline. For further information regarding this program or the competition, call Michael Kuban, Senior Program Officer, at (202) 632-6346, Teacher Exchange Branch; Fax: (202) 632-9479; email: KubanMM@state.gov.**